

STRATEGIC SCHOOL PROFILE 2001-02**Guilford School District****BARBARA L TRUEX, Superintendent**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Data were provided by the local school district during the fall of 2001.

COMMUNITY DATA

County: NEW HAVEN	Public School Enrollment as a Percent of Town Population: 18.1%
2000 Population: 21,398	Public School Enrollment as % of Total Student Population: 91.4%
1990-2000 Population Growth: 7.8%	Percent of Adults without a High School Diploma in 1990: 10.1%
1998 Per Capita Income: \$32,841	Adult Education Enrollment in 2000-01 School Year: 66
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2000-01 School Yr.: 11
Number of Nonpublic Schools: 0	

Education Reference Group (ERG): B ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	4.7	4.6	22.2
	2000-01	4.3	4.3	23.6
% of K-12 Students with Non-English Home Language	2001-02	0.8	6.5	12.8
	1998-99	2.5	6.1	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2001-02	93.9	93.3	86.9
	1996-97	92.3	90.4	85.6
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2001-02	82.0	88.5	75.1
	1996-97	91.3	87.8	69.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2001-02	27.3	24.1	29.1
	1996-97	27.9	25.9	30.2

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range	PK-12
Total Enrollment	3,916
5-Year Enrollment Change	9.5%
Projected 2006 Enrollment	
Elementary	1,472
Middle School	1,356
High School	1,235
Prekindergarten, Other	36

Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	89	2.3
Black	46	1.2
Hispanic	107	2.7
White	3,671	93.7
Total Minority 2001-02	245	6.3
Total Minority 1996-97	184	5.1

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Guilford Public School District has provided many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. The faculty and staff have made conscientious efforts to incorporate diversity in a community that essentially is lacking in this area. The events of this year provided even more opportunities for students to participate in service projects to benefit the victims of the World Trade Center and to celebrate unity of spirit in spite of individual differences. Students raised funds for firefighters, donated supplies and books for the children of NYC schools, raised funds as part of the President's initiative to support children in Afghanistan, and designed numerous school wide events to promote caring and tolerance.

During the 2001-2002 school year, the Urban-Suburban Interdistrict Cooperative Grant was eliminated due to lack of funding; however, at least two elementary schools and one middle school have continued to support class-based relationships with urban partners. Teachers from diverse school settings plan opportunities for students to interact such as pen pal programs, site visit exchanges, and joint field trips.

There continues to be considerable growth in magnet school participation during the past three years. Eleven students participated during the 1999-2000 school year; during the 2001-2002 school year, participation had increased to twenty-two students. Even though most students prefer to attend their community school, secondary students have been very active in creating cultural awareness opportunities. At least five extra-curricular clubs which address diversity have been formed at the high school. These include the Unity Club, the Best Friends Club, LDCD, AFS, and STAND. Approximately 150 students and 5 teachers are involved in these activities beyond the school day. This year, the high school initiated a prejudice-reduction program titled Gaining Respect: Education and Awareness Together (GREAT), and the middle school began participating in the regional Young Educators' Society (YES). These programs provided Guilford students the opportunity to work with students from a variety of ethnic and socio-economic backgrounds.

The greatest obstacles to reducing racial, ethnic, and economic isolation in Guilford Public Schools include transportation expenses and instructional time needed for creating authentic diverse experiences. The faculty and staff will continue to explore efforts to incorporate additional diversity in our school community.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

of Certified Staff

Teachers

Administrators

Library/Media Staff

Other Professionals

% Minority 2001-02

% Minority 1996-97

Non-Certified Instructional



272.6

22.8

7.0

30.2

0.9

0.7

54.7

Average Class Size		District	ERG	State
Grade K	2001-02	15.7	18.7	18.3
	1996-97	16.5	19.3	19.2
Grade 2	2001-02	18.3	20.2	19.6
	1996-97	19.9	20.4	20.5
Grade 5	2001-02	26.3	21.8	21.5
	1996-97	23.3	22.0	21.7
Grade 7	2001-02	19.3	21.5	21.9
	1996-97	20.5	21.6	22.2
High School	2001-02	20.6	20.7	19.9
	1996-97	23.2	21.4	20.5

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.2	13.0	13.7
% with Master's Degree or Above	83.9	80.0	77.5
% Trained as Mentors, Assessors, or Cooperating Teachers	24.0	26.5	23.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	981	979	982
Middle School	1,004	1,008	1,009
High School	991	987	998

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	5.1	4.4	4.4
Students Per Teacher	14.4	14.2	14.0
Teachers Per Administrator	12.0	14.1	13.5

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	50.1	41.7	34.4

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Grade 4 Reading	73	78	76	57.9
Writing	77	81	76	61.2
Mathematics	64	71	79	61.0
All Three Tests	53.4	59.5	60.6	42.8
Grade 6 Reading	80	88	83	63.6
Writing	78	72	78	60.0
Mathematics	69	74	80	61.0
All Three Tests	58.2	59.5	66.3	45.4
Grade 8 Reading	89	84	84	66.3
Writing	77	81	75	58.8
Mathematics	78	75	76	55.4
All Three Tests	63.8	65.2	63.9	44.0
Participation Rate	96.9	98.9	97.6	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.




Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Reading Across the Disciplines	57	73	64	44.8
Writing Across the Disciplines	56	67	68	51.0
Mathematics	62	61	65	44.1
Science	56	54	60	43.2
All Four Tests	31.7	34.5	38.8	23.7
Participation Rate	96.1	97.2	95.3	92.4



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT[®] I: Reasoning Test	Class of 1996	Class of 2001		
	District	District	ERG	State
% of Graduates Tested	91.4	93.6	92.8	77.6
Mathematics: Average Score	533	536	537	503
Mathematics: % Scoring 600 or More	28.4	31.2	30.3	22.1
Verbal: Average Score	540	524	529	502
Verbal: % Scoring 600 or More	28.9	23.1	26.4	20.5

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2001	2.6	4.2	11.2
2000-01 Annual Rate for Grades 9 through 12	0.7	1.1	3.0
1995-96 Annual Rate for Grades 9 through 12	1.8	1.7	4.6

Activities of Graduates	Class of	# in District	District %	ERG %	State %	
	Pursuing Higher Education	2001	243	92.0	89.3	79.1
		1996	205	93.2	87.4	75.8
	Employed or in Military	2001	21	8.0	7.4	17.1
		1996	12	5.5	9.0	18.7
	Unemployed	2001	0	0.0	0.9	0.7
		1996	3	1.4	0.2	1.4

DISTRICT REVENUES/EXPENDITURES 2000-01

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	All ERG Districts	All Districts
Instructional Staff and Services	\$20,045	\$5,162	\$5,495	\$5,207	\$5,495
Instructional Supplies and Equipment	\$637	\$164	\$247	\$232	\$250
Improvement of Instruction and Educational Media Services	\$809	\$208	\$359	\$448	\$351
Student Support Services	\$2,075	\$534	\$524	\$580	\$521
Administration and Support Services	\$3,795	\$977	\$938	\$953	\$946
Plant Operation and Maintenance	\$3,569	\$919	\$943	\$947	\$936
Transportation	\$1,766	\$426	\$417	\$370	\$418
Costs for Students Tuitioned Out	\$1,056	N/A	N/A	N/A	N/A
Other	\$431	\$111	\$115	\$110	\$112
Total	\$34,184	\$8,694	\$9,261	\$9,017	\$9,228
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,100	\$1,056	\$1,118	\$1,010	\$1,136
Adult Education	\$19	\$291	N/A	\$541	\$712

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	83.6	14.8	1.4	0.2
Without School Construction	89.2	9.0	1.5	0.3

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,154	6.5	\$7,268	4.8	\$7,669	4.5
Salaries and Benefits	\$5,804	4.3	\$5,949	3.0	\$6,263	4.2
Supplies	\$267	18.7	\$408	13.3	\$430	8.3
Equipment	\$300	59.6	\$138	16.0	\$139	7.8
High School						
Total	\$7,417	-5.1	\$8,752	N/A	\$8,585	N/A
Salaries and Benefits	\$6,062	-7.3	\$7,045	N/A	\$6,873	N/A
Supplies	\$238	10.2	\$514	N/A	\$511	N/A
Equipment	\$267	48.3	\$163	N/A	\$166	N/A

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Our budgeting process starts at the building and program level with input from principals, program directors, and central office administrators. Requests are reviewed by the Superintendent and the Administrative Council for allocation to building and program line items based on student enrollment. Major expenditures such as additional staff, the implementation of new programs, computer purchases and site improvement are based on school enrollments, the age of each school's equipment and multi-year purchasing plans. Textbooks are purchased in adoption cycles (enrollment dictates off-cycle purchases). Professional development funding is apportioned based on the number of staff; programs for district-wide initiatives are funded through the district's instructional improvement account and grants. Upon final budget approval, the original requests are adjusted and apportioned by the Superintendent in consultation with the Administrative Council based on priority needs. Renovations/additions are funded through the town's referendum process. These are proposed based on code compliance requirements, efforts to provide comparable facilities at all schools and enrollment needs. A new building project is currently underway to address overcrowding and the need for additional space at our middle schools.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Improvements in Student Performance and Achievement

Connecticut Mastery Test scores for grades 4, 6, & 8 remain well above the statewide averages in reading, writing, and mathematics. Percentages of students meeting state goal in all three subjects have also increased at all CMT grade levels. In grade 4, the percent of students meeting state goal in reading in Guilford Public Schools has improved from 73% (2000) to 78% (2001), a total which exceeds the ERG (76%) and the State (57.9%); in grade 6, Guilford students who met the reading goal rose from 80% (2000) to 88% (2001), also higher than the ERG (83%) and the State (63.6%). Students meeting goal in math at grade 4 (71%) and at grade 6 (79%) have shown improvement over the previous year's performance (64% and 69% respectively). Writing scores have also exceeded the ERG and the state at grade 4 (81%) and at grade 8 (81%). Guilford is proud that 98.9% of all students participate in the Connecticut Mastery Test, well above the ERG (97.6%) and the state (95%).

Over time, there has been an increase in participation of Advanced Placement courses as well as improvement in AP student performance. In 1995, approximately 66 secondary students took a total of 96 Advanced Placement tests with 76% scoring 3 or more; in 2002, 118 students took a total of 192 Advanced Placement tests with 81% receiving AP credit. In 2002, twenty-two Guilford High School students qualified as AP scholars, up from seventeen (2001) and fourteen (2000). SAT scores have also shown growth over time. The average cumulative score increased from 1073 in 1996 to 1075 in 1999. The 2002 cumulative SAT score was 1083 with a record 260 students participating in the SAT testing program.

CAPT scores have dramatically increased in the areas of Reading Across the Disciplines and Writing Across the Disciplines. The percent of 10th grade students who met the state goal in reading rose from 57.4% (2001) to 72.9% (2002); the percent who met the state goal in writing rose from 56.7% (2001) to 67.2% (2002). The graduating class of 2002 recognized 118 seniors (41%) as CAPT Scholars because they had met or exceeded the state goal on all CAPT tests.

Students in Guilford Public Schools also gain individual or group recognition for accomplishments in specific academic, artistic, and athletic endeavors. This year 3 students were named National Merit Finalists and 14 were named National Merit Commended Scholars. In the last five years between 8 and 15 seniors have been recognized as Commended Scholars and at least one student has been recognized as a National Merit Finalist.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.